

**THE INFLUENCE OF USING STUDENTS TEAM
ACHIEVEMENT DIVISION TECHNIQUE TOWARDS
STUDENTS' READING COMPREHENSION IN RECOUNT
TEXT AT THE SECOND SEMESTER OF THE EIGHTH
GRADE OF SMP PLUS YADITAMA SOUTH LAMPUNG IN
THE ACADEMIC YEAR OF 2019/2020**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

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Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE UNIVERSITY OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
1442 H/2020 M**

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ABSTRACT

THE INFLUENCE OF USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION IN RECOUNT TEXT AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP PLUS YADITAMA SIDOMULYO SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

By

Arief Ramadhan

Reading comprehension is interaction process between the reader and the text to comprehend the words, to relate the words with the target language and understand the purpose of the text. Based on preliminary research at SMP Plus Yaditama South Lampung, the researcher found that there were 65.88% students' reading score less than the standard minimum score (KKM) which is 70. The objective of this research was to know whether there is an influence of using Student Team Achievement Division (STAD) technique towards students' reading comprehension in recount text or not.

The method of the research was quasi experimental research design with the treatment held in three meetings, 2x40 minutes in each meetings. The population of this research was the eighth grade students of SMP Plus Yaditama South Lampung. For taking the sample, the researcher used cluster random sampling. The sample was two classes, class VIII C as the experimental class dan class VIII A as the control class. In collecting the data, the researcher used tests. The researcher used the instrument in the form of multiple choice. The test consisted of 40 items after validity test. For analyzing the data, the researcher used Independent sample T-test.

From the data analysis, it was found that the result of Independent sample T-test was 0.036. this result is consulted to the score of the value significant generated Sig. (p_{value}) $< \alpha = 0.05$. therefore, H_0 is rejected and H_a is accepted. In other words, from this researcher it is known that student team achievement division (stad) technique can influence the students' reading comprehension in recount text. It can be concluded that there is a significant influence of using STAD Technique towards students reading comprehension in recount text.

Keywords : Student Team Achievement Division, Reading Comprehension, Recount Text , Quasi Experimental



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STUDENTS READING COMPREHENSION
RECOUNT TEXT THE SECOND SEMESTER OF THE
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A thesis entitled: **"THE INFLUENCE OF USING STUDENTS TEAM ACHIEVEMENT DIVISION TECHNIQUE TOWARD STUDENTS' READING COMPREHANSION IN RECOUNT TEXT AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP PLUS YADITAMA SOUTH LAMPUNG IN ACADEMIC YEAR 2019/2020"** by **ARIEF RAMADHAN, NPM: 1211040209, Study Program: English Education**, has been tested and defended in the examination session held on Thursday, June 25th, 2020

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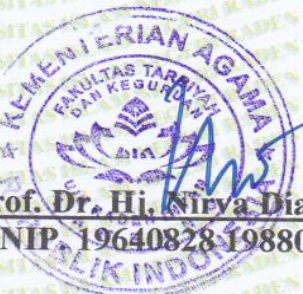
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DECLARATION

Hereby, I state this thesis entitled: The Influence Of Using Students Team Achievement Division Technique Toward Students' Reading Comprehension In Recount Text At The Second Semester of The Eighth Grade Of SMP Plus Yaditama South Lampung In Academic Year 2019/2020 is completely my own work. I am fully aware that I have quoted some statements and idea from various sources and those are properly acknowledged in the next.



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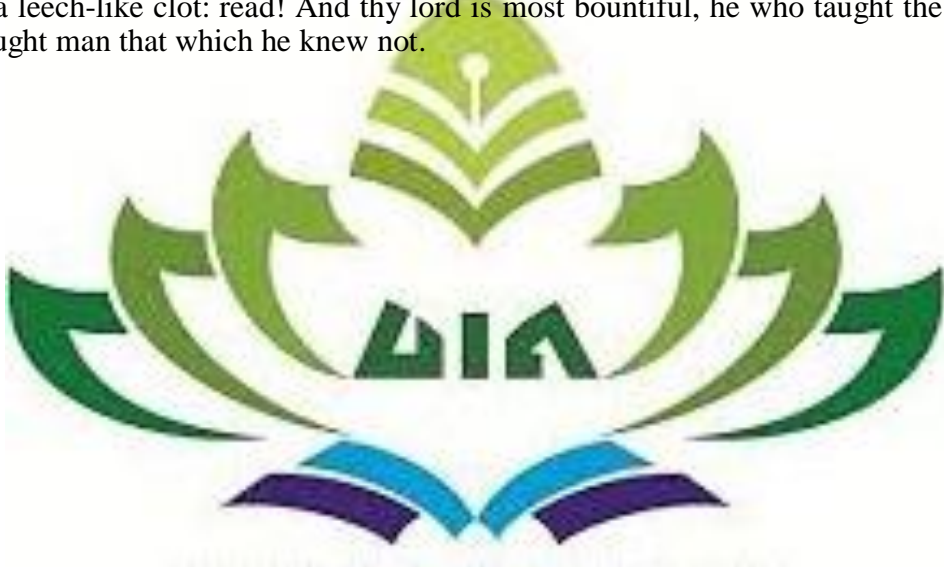
Arief Ramadhan

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ ٢
اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ ٤
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝ ٥

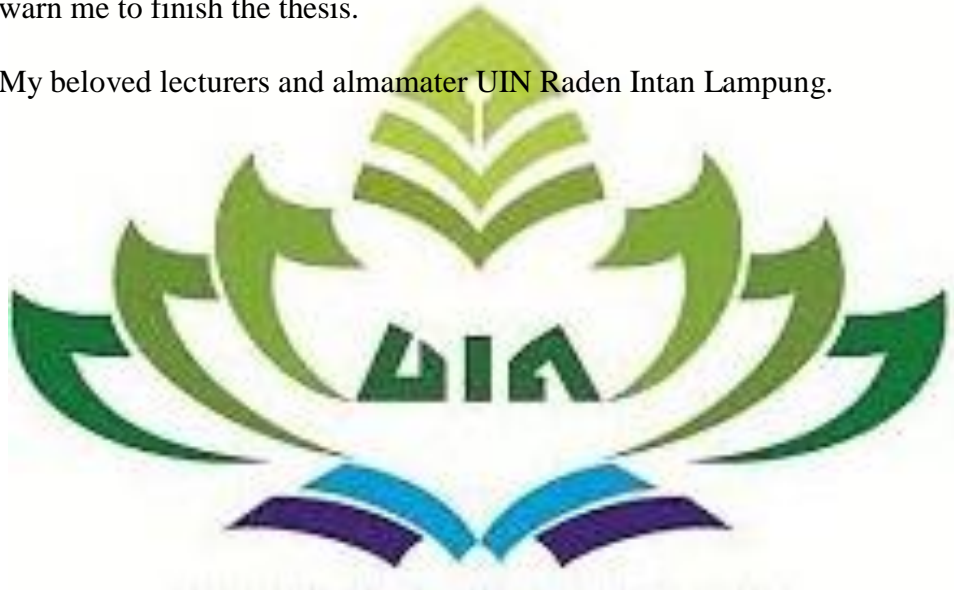
Read! In the name of Allah thy lord and cherisher, who created. Created man, out of a leech-like clot: read! And thy lord is most bountiful, he who taught the pen. Taught man that which he knew not.



DEDICATION

This thesis is dedicated to :

1. My beloved parents, father Ariyanto and my beautiful mother Yuliwati Ningsih who always pray, support and guide me to be success in my study and life.
2. My beloved sisters, Yurita Ariyani and Aprilia Ariningsih who always strengthen and convince me to be your role model.
3. My friends from EED 12 especially my family, Class E who are never tired to warn me to finish the thesis.
4. My beloved lecturers and almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Arief Ramadhan. He was born on March 10th 1994 in Bandar Lampung. He is the second child of three siblings of Mr.Ariyanto and Mrs.Yuliwati Ningsih. He has two sister whose name Yurita Ariyani and Aprilia Ariningsih

The researcher started her study at SDN 2 Kedaton and finished in 2006. Then, he continued his study at SMP Muhamadiyah 3 Bandar Lampung and completed his study in 2009. In the same year, he registered to MAN 1 Bandar Lampung and completed her study in 2012. After graduating, he continued his study at State Institute of Islamic Studies Raden Intan Lampung as S1-degree student of english Education Study Program at Tarbiyah and Teacher Training Faculty. In the seventh semester, the researcher had his Student Study Service (KKN) in Lematang, South Lampung. After having KKN, he had her Field Teacher Training (PPL) in SMP Gajah Mada Bandar Lampung.

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Praise to Allah the Almighty, the Most Merciful and the Most Beneficent for blessing me with His mercy and guidance to finish this thesis. Peace be upon our prophet Muhammad SAW. with his family and followers. This thesis entitled “The Influence of Using Students Team Achievement Division Technique Toward Students’ Reading Comprehension In Recount Text at The Second Semester of The Eighth Grade of SMP Plus Yaditama South Lampung In Academic Year 2019/2020” is submitted as compulsory fulfillment of the requirement for S1-Degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Raden Intan Lampung.

When finishing this thesis, the researcher has obtained so many helps, assistance, aid or support and many valuable things from various sides. Therefore, the researcher would sincerely thanks to :

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2. Prof. Dr. Hj. Nirva Diana, M,Pd the Dean of tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Raden Intan Lampung.
3. Meisuri, M.Pd, the Chairperson of English Education Study Program of State Institute of Islamic Studies Raden Intan Lampung and also as the advisor who has patiently guided and directed until the completion of this thesis.

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Finally, it has to be admitted that nobody is perfect and it is fully realized that there are still a lot of weaknesses in this thesis. Therefore, criticisms and suggestions from the readers are sincerely welcomed to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for himself and especially for those who are involved in English teaching profession.

Bandar Lampung,

2020

The Researcher,

Arief Ramadhan

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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is an activity of readers to read a text and get information from what they read. According to Patel and Jain, reading is most useful and important skill for people.¹ It means that reading is an important skill that should be mastered besides listening, writing, and speaking. By reading, the reader will be able to increase their knowledge, get the information and also can get new knowledge.

Reading is a very good activity and nowadays reading becomes a human needed. According to Grabe, we read throughout the day in modern societies because print is all around us, and we use it in many more ways than we are aware of.² It means that reading becomes human activity, they do it in many aspects of their life. Through reading, someone can improve their experience, develop new concept and solve a problem, and way to learn about the language and to learn about the world. By reading people can get much information and knowledge.

Reading is very important for our language capability. According to Harmer, reading is useful for language acquisition. Provided that students more or less understand

¹ M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools & Techniques)* (Vaishali Nagar : Sunrise, 2008), p.113

² William Grabe, *Reading in Second Language Moving from Theory to Practice*. (New York: Cambridge University press, 2009), p. 5

what they read, more they read, the better they get at it.³ It means that reading as an activity that can improve the students' language ability, when students read, they must understand what they read. When they read and do not get something, their activity is useless. Reading ability is very important for the students, if the students' reading ability is good, their ability in speaking, listening, and writing will be good too. Brown states that reading ability will best be developed in association with writing, listening, and speaking activities.⁴ It means that reading has very close relationship with writing, listening, and speaking. If people want to improve their ability on those skills, they have to improve their reading skill too.

The most important thing in teaching and learning reading is comprehension of the reading material. According to Elizabeth, *et.al.*, comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active process.⁵ It means that reading comprehension is a process of activity to get the meaning or knowledge from text.

³Jeremy Harmer, *How to Teach English* (Britain: Pearson Longman, 2007), p.99

⁴ H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (Second edition) (San Fransisco state university, 2000), p.298

⁵ Pang. S. Elizabeth, *et.al.*, *Teaching Reading Internal Academy of Education*, (Series-12) (Chicago, 2003), p.14

Reading comprehension is very important in reading activity, without reading comprehension the reader cannot get the information from the reading material. So reading comprehension is a process to find out the purpose of the text, and it is very important in reading activity.

Reading comprehension is essential both in Indonesian language and English language. Students may not find any difficulty to comprehend text as reading material in Indonesian language, but what happened to the students when they read text in English language. Many of students become frustrated when they have difficulties in reading comprehension of English language. It happened to the students at SMP PLUS YADITAMA South Lampung. Based on preliminary research, the researcher found some students have low score in reading. The students' score can be seen in Table 1.

Table 1.1
Students' English Reading Score in Recount Text at Second semester of the Eighth Grade of SMP Plus YADITAMA South Lampung in the Academic Year of 2019/2020

No	Class	Students' Score		Number of Student
		<70	≥70	
1	VIII A	17	11	28
2	VIII B	21	9	30
3	VIII C	18	10	28
Total		56	30	86
Percentage		65.88%	34.12%	100%

Source: SMP PLUS YADITAMA South Lampung in the academic year of. 2019/2020.⁶

⁶The data available in APPENDIX 2.

Based on Table 1.1, there are 29 students of the 86 students that passed criteria of minimum mastery (KKM) and 56 students failed. In this case, the students' score of KKM in SMP PLUS YADITAMA is 70 and there were many students who got the score under 70. It means that more than 50% students who do not pass the criteria of minimum mastery.

Besides the students' reading score is low, there are some problems faced both teacher and students in the teaching and learning reading process. In teaching reading the teacher did not use specific technique that focuses on reading comprehension. He only asked the students to read the text and answer the comprehension questions provided in the book. In the learning reading process the students still got difficulties in finding the meanings and they were lack of vocabularies.⁷

Based on those problems, teacher should use strategy or technique of teaching that can develop the reading comprehension of the students. There are many kinds of reading technique that can be applied by teacher, one of the techniques is Student Team Achievement Devision (STAD). It is one of the teaching techniques that can be used in teaching reading to develop the students' reading skill. According to Slavin STAD is one of the simplest and most flexible of the cooperative learning technique, having will be used in second grade up to twelve grades and in such diverse subject area as math, language art, social studies, and science. In the cooperative learning

⁷ The result of interview by the English teacher (Zainuri S.Pd.), and the student of SMP PLUS YADITAMA South Lampung

type, students are assigned to four of five members in group, with each mirroring the others to make up the class in term of ability, background, and gender.⁸ It means that STAD is a simple reading technique. In this technique the students will be placed in groups which each consist of about four students and work cooperatively in their group.

Based on the previous research by Hidayat, especially STAD (Student Team Achievement Division) technique in teaching reading comprehension, Hidayat's research uses quasi-experimental with a non randomized control group pre-test post-test.⁹ In this research the researcher conduct the STAD technique in teaching reading comprehension especially recount text by using pre-experimental research design with quantitative approach, and describe the Effectiveness of using STAD (Student Team Achievement Division) Technique on the Reading Comprehension's Achievement of the first year Student at SMK 1 Kota Bima NTB in the Academic Year 2008/2009 by comparing between the students' score after they are taught using STAD technique and after taught without using STAD technique. In this research the

⁸Robert E Salvin, *Cooperative Learning : Theory Research and Practice* (Bandung: Nusa Media 2005), p. 143

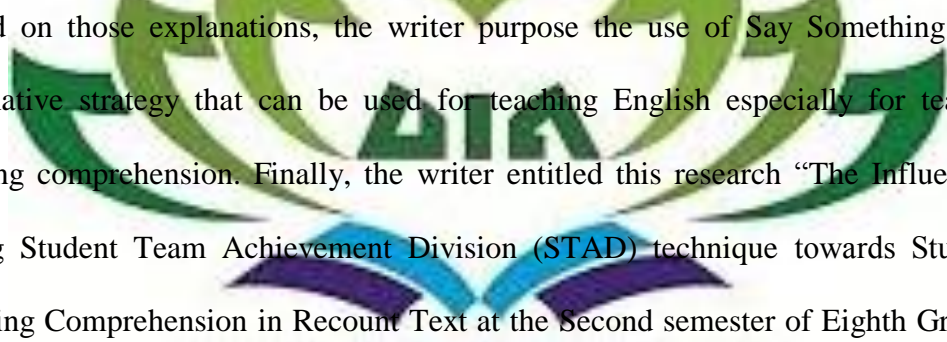
⁹Hidayat, *The Effectiveness Of Student Teams Achievement Divisions (STAD) Technique To Teach Reading Viewed From Students Motivation*

(Anexperimental study in the first year students of SMK 1 Kota Bima NTB in AcademicYear 2008/2009)

<https://eprints.uns.ac.id/3440/1/101030909200909021.pdf> (August 10th 2016)

writer using post-test instrument. The result showed that the STAD technique practically can improve students' reading comprehension achievement.

In this research different with previous study above although this research uses same level class but this research conduct in different school and different research method. The researcher doesn't continue the previous research above because the writer wants to apply the STAD technique at SMP Plus Yaditama South Lampung and to know whether there is a significant influence of using STAD technique toward reading comprehension Recount Text at the second semester of Eighth Grade of SMP Plus Yaditama Sidomulyo South Lampung in the Academic Year of 2019/2020.



Based on those explanations, the writer purpose the use of Say Something as an alternative strategy that can be used for teaching English especially for teaching reading comprehension. Finally, the writer entitled this research "The Influence of Using Student Team Achievement Division (STAD) technique towards Students' Reading Comprehension in Recount Text at the Second semester of Eighth Grade of SMP Plus Yaditama South Lampung in the Academic Year of 2019/2020.

B. Identification of the Problem

1. The students had difficulties in reading comprehension
2. The teacher's technique in reading comprehension was boring, because the technique is monotonous.
3. The students only focused on looking up the meaning of the word on dictionary.

C. Limitation of the Problem

In this research, the writer focused and emphasized the research on the influence of using Student Team Achievement Division (STAD) technique towards Students' Reading Comprehension Recount Text at the Second semester of the Eighth Grade of SMP Plus Yaditama Sidomulyo South Lampung in the Academic Year of 2019/2020.

D. Formulation of the Problem

Based on the limitation of the problem, the writer formulated the problem as follows:
Is there a significant influence of using Student Team Achievement Division (STAD) technique towards Students' Reading Comprehension recount text at the second semester of the Eighth Grade of SMP Plus Yaditama Sidomulyo South Lampung in the Academic Year of 2019/2020.

E. Objective of the Research

To know whether there is a significant influence of using Student Team Achievement Division (STAD) technique towards Students' Reading Comprehension Recount text at the Second semester of the Eighth Grade of SMP Plus Yaditama Sidomulyo South Lampung in the Academic Year of 2019/2020.

F. Use of the Research

The uses of the research are as follows:

1. Theoretically, the result of the research can contribute as a useful reference for future experimental research with similar interest, especially on STAD and students' reading comprehension problem of the reading comprehension, and useful a references for future the next study was concentrate on students' reading comprehension on recount text.
2. Practically, it is hoped that this study can be used as the information concerning with whether there is improvement of students' reading comprehension that are taught by using STAD Technique, and as a help to English teachers in finding an appropriate way to improve students' reading comprehension.

G. Scope of the Research

1. The subject of the research

The subject of the research is the students of the eighth grade of SMP Plus Yaditama South Lampungin the Academic Year of 2019/2020

2. The object of the research

The object of the research is Student Team Achievement Division (STAD) technique and students' reading comprehension in recount text.

3. Place of the research

The research is conducted at SMP Plus Yaditama South Lampung.

4. Time of research The research is conducted at the second semester in the academic year of 2019/2020.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Reading

According to Richard, reading is the process of reconstructing from the printed pattern on the ideas or information intended by the author.¹⁰ In line with Richard, Fatel states that reading is an active process which consists of recognition and comprehension skill.¹¹ It means that reading is process which is done by the reader to comprehend and get the information from printed text. By reading the students also can understand what the writers mean.

Harmer defines that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.¹² It means that reading is an important activity in reading text. The readers also need to understand what they read, and what they word mean. It can make the readers easier to get main ideas from the text and their reading activity will be success.

Reading is something of many use take for granted.¹³ It means that by reading we can understand everything. Another definition stated that reading would best

¹⁰ Jack C Richard and Theodore S. Rodgers, *Approach and Methods in Language Teaching*, (Second Edition) (Cambridge: Cambridge University press, 2001), p.41

¹¹ M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools & Techniques)* (Vaishali Nagar : Sunrise, 2008) , p.114

¹² Jeremy Harmer. *How to Teach English*, (London : Person Education Limited. 1998), p.54

¹³William Grabe, *Reading in A second language; Moving from Theory to Practice*, (New York: Cambridge University Press,2009), p.4

be developed in association with writing, listening, and speaking activity.¹⁴ It means that reading should be better if it is combined with another English skills. Reading process should be related to writing, listening and speaking activities.

Based on those theories, the writer concluded that reading is the readers activity in order to get information and comprehend from printed text using eyes and brain to understand what the writer thinks in his or her writing. It can be understood that reading is very important skill for students. It needs thoughts in the ability in making sense of the text that is being read. Reader's background knowledge of the world will influence their achievement in reading comprehension.

B. Concept of Reading Comprehension

Comprehension is the center of reading.¹⁵ According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting

¹⁴H. Douglas Brown. *Teaching by Principle, An Interactive Approach to Language Padagogy*, (London: Pearson Education. 2001), p.298

¹⁵ Karen Tankersley, *Threads of Reading : Strategy for Literacy Development*, (Beauregard: Library of Congress Cataloging in Publication Data, 2003), p.90

pronunciations to meaning, and finally connect these words into idea units.¹⁶ It means that comprehension is ability of someone to make sense of the context based on what he or she reads or hears. It is way in which someone interprets the text.

According to Grabe and Stoller, reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemly effortless and enjoyable activity for fluent readers.¹⁷ Reading comprehension means that the reader gets new information and understands what they have not understood yet, after they read.

The comprehension skills categories are cumulative, in that one is built on the others. There are some criteria commonly used in measuring students' reading comprehension ability, they are :

1. Main idea (topic)
2. Phrases in content
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea

¹⁶ Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: the Guildford press, 2008), p.5

¹⁷ William Grabe, *Reading in a second language*, (New York: Cambridge university press, 2009), p. 17

8. Vocabulary content.¹⁸

Based on those descriptions, the writer concluded that reading comprehension is interaction process between the reader and the text to comprehend the words, to relate the words with the target language and understand the purpose of the text. Reading comprehension is the reader skills to take information or message from paragraph or reading text including the ability to deal with questions related to main idea, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

C. Concept of Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹⁹ It means that, teaching is a process for the learners to gain information from their learning activity. In teaching process, the teacher should facilitate and make the learning process more interesting to make the learners comfortable in the learning process.

Teaching reading is useful for other purposes. Any exposure to English (provided students understand it more or less) is a good things for English

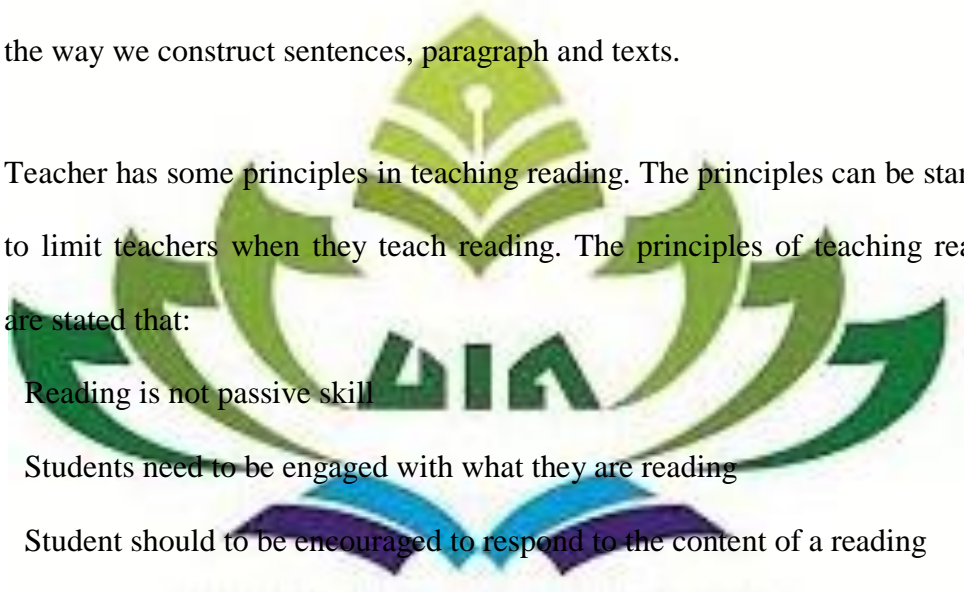
¹⁸ H. Douglas Brown, *Language Assessment : Principles and Classroom Practices*, (New York : Pearson Education, 2004), p.206

¹⁹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2000), p.7

students.²⁰ In other words, teaching reading can make the students understand the text. Teaching reading activity is important for the students. They can understand for what they read and how to read.

During teaching reading process, we must pay attention about the principles of teaching reading.²¹ Teaching reading can provide students with many opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and texts.

Teacher has some principles in teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated that:

- 
- a. Reading is not passive skill
 - b. Students need to be engaged with what they are reading
 - c. Student should to be encouraged to respond to the content of a reading text, not just to the language
 - d. Prediction is major factor in reading
 - e. Match the task to the topic
 - f. Good teacher exploit reading texts to the full.²²

²⁰ Jeremy Harmer. *How to Teach English (An Introduction to The Practice of English Language Teaching)*, (London: Longman, 2001), p.68

²¹ *Ibid.* p. 82

²² *Ibid* p. 82

Based on those explanations, it means that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages of reading is to give the students knowledge that they never know before. Teaching reading needs more than only reading a text, we must pay attention how to teach reading text to our students. In teaching reading, students and teacher can be a partner to make the teaching process more effective.

D. Concept of Genre of Text

According to Siahaan, text is a meaningful linguistic unit in a context.²³ In other words text is character and the words that have meaning. According to Anderson, types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure and recount. These variations are known as genre.²⁴ However, Gerot and Wignel classify the genre into thirteen types. They are ;

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

²³ Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure* (Yogyakarta : Graha Ilmu, 2008), p.1.

²⁴ Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Yarra: Macmillan ,2003), p.3-5.

3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing

10. Hortatory Exposition



Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation


Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews is a text to critique an art work or event for a public audience.²⁵



Based on those explanations, the writer concluded, there are many kinds of texts, each of characteristics have different characteristics and purpose. To find the common characteristics in text, we first compare text-type in terms of social purpose, and the structure and language feature which achieve that purpose. Sets of text-type which have similar purposes, and therefore use similar structures and language feature, can be categorized into families.

E. Concept of the Recount Text

²⁵ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New south wales: Gerd Stabler, 1994), p.192

There are many kinds of texts in English. Every text has the difference in definition, social function, language features, generic structure. In this case the writer will focus on recount text.

1. Definition of Recount text

Recount is a kind of text which retells the action happened in the past. According to Cahyono, recount texts is retelling the experiences in the past. A recount text presents the past experience in the series of events in detail.²⁶ It means that recount text is retells the events that have occurred in the past. Furthermore according to Anderson, recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.²⁷ It means that recount text is retelling the experiences in the past and give information to the readers about the past events. According to Knap and Watkins, recount is the simplest text type in the genre. Formally recount is sequential text that does little more than sequence a series of events.²⁸ Recount almost has the same form as narrative because both recount and narrative have a function to retell the activity or event in the past. The difference is recount tells event for giving information to the readers while narrative is not only giving information, but

²⁶ Bambang Yudi Cahyono, *Teaching English by using various text type*, (Malang: State University of Malang Press, 2011), p.14

²⁷ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan Education Australia PTY LTD, 1998), p.24

²⁸ Peter Knapp and Megan Watkins, *Genre, Text and Grammar*, (Sidney: University of New South Wales, 2005), p.223

also giving a moral lesson by presenting a problematic experience and will be ended by a problem solving.

From those statements, the researcher can be concluded that recount text is a kind of a text that retell past events, to give the information to the readers about the past events.

2. Social Function of Recount text

Social function also can be called as purpose. Social function is the important part in writing genre. Gerot and Wignell state that the social function of recount is to retell events for the purpose of informing or entertaining.²⁹ Hayland states that the social purpose of recount is “tell what happened”.³⁰ It means that the social function of recount is to retell past experience by retelling events in original sequence.

3. Language Features of Recount Text

According Gerot and Wignell, the language features of recount text are as follows:

- 1) Introducing personal participant ; I, my group, etc, (2) Using chronological connection ; first, then, next, etc, (3) Using linking verb ; was, were, saw, heard, etc, (4) Using action verb ; walked, Shopping, go, change, etc, (5) Using simple

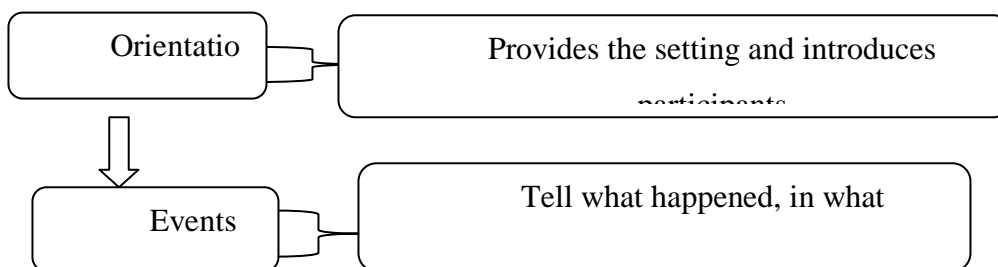
²⁹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New south wales: Gerd Stabler, 1994), p.194

³⁰ Ken Hayland, *Teaching and Researching Writing*, (Britain: Pearson Education, 2002), p.99

past tense ; (S + V2) , **saw, went, etc.**³¹ Furthermore based on Christie and Derewianka, there are some language features of recount such as:³² (1) Proper nouns to identify those involved (specific participants), (2) First person pronouns (I, we, me) are used to highlight the personal nature of the recount. (3) Use the past tense to describe past events. (4) Time adverbials are used to connect events chronologically e.g. *in 1932, the next day.* (5) Details and descriptive words (adjectival and adverbials) are chosen and used to make the recount more vivid and interesting.

4. Generic Structures of Recount Text

Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer. According to Gerot and Wignell the generic structures of recount consist of orientation, events, and Re-orientation are:



³¹Quantum Enterprise Education, recount text, taken from: <https://thinkquantum.wordpress.com/2009/11/11/recount-text/>. Retrieved on February 25th 2016

³² Desmal, *et.al.*, *Loc. Cit.*

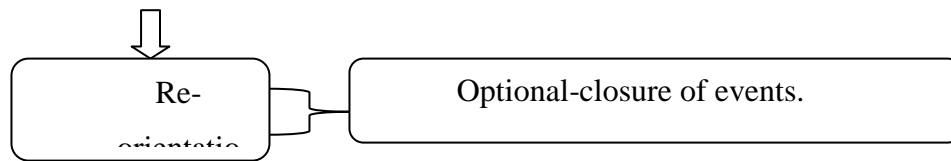


Figure 1
The Generic Structures of Recount.³³

Based on those explanations, researcher argues that generic structures consist of schematic structures which consist of special characteristic. It explains the differences among genres. Recount text has special language feature, those are, explains the events what happened and what sequence the events are happened. The following is concept or the example of recount text.

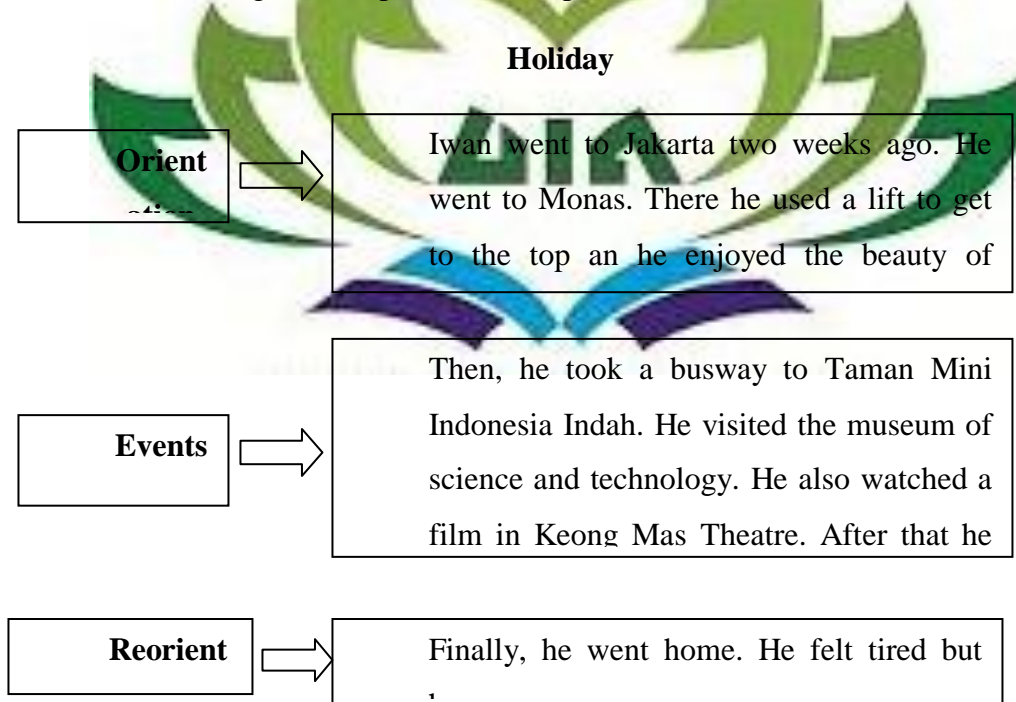


Figure 2
Example of Recount Text

³³ Linda Gerot and Peter Wignell. Op. Cit. p.194

From Figure 2, we can see that the first paragraph of recount text is orientation. Then second paragraph is Events, after that, third paragraph is reorientation.³⁴

F. Reading Comprehension of Recount text

According to Anderson, recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.³⁵ It means that recount text is retelling the experiences in the past and give information to the readers about the past events.

Students analyzed the topic of the first paragraph, seeing the title, looking at the picture if any, and skimming the paragraph to get the general description of the text. Students also could improve their reading comprehension in understanding argument through say something about what they read to help them understood the arguments of recount text.

Clarifying helped students to comprehend the use of simple past tense, modal, and connective words in recount text. Through summarizing, students could improve their reading comprehension in understanding recount text. The

³⁴ Smp negeri 1 Cikongkor bandung barat, taken from : <http://smpnegeri1cipongkor.blogspot.co.id/2013/02/berlatih-soal-recount-text.html/retrived>, 22th januari 2016

³⁵ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan Education Australia PTY LTD,1998), p.24

students summarized recount text by pointing out the important information, analyzing the author suggestion or solution of the issue presented in the text.

Based on Brown's theory, especially in reading, there are some criteria are commonly used in measuring students' reading comprehension, they are:

1. Main idea (topic)
2. Expression / idioms / phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea
8. Vocabulary in context.³⁶

Based on those explanations, the writer concluded that reading comprehension of recount text is the ability to comprehend the reading material that give information to the readers, retelling the experience or event in the past, by presenting the supporting arguments with good ability to deal with questions related to main idea, expression/idiom, inference, grammatical features, detail, excluding facts not written, supporting idea and vocabulary in context.

³⁶ H. Douglas Brown. *Op Cit* p. 206

G. Concept of STAD (Student Team Achievement Division) Technique

1. The Understanding of STAD

Student Team Achievement Division (STAD) is one a set instructional techniques develop and researched by Slavin at John Hopkins University collectively known as Student team learning. Slavin said in his book ” Cooperative Learning: theory, research, and practice “’ two of the oldest and most extensively researched forms of Cooperative learning are Student Team Achievement Division (STAD) and Team Games Tournament (TGT).³⁷

In Student Team Achievement Division (STAD), student are assigned to foe member learning team that are mixed in performance, level, gender, and ethnicity. It is so accelerated the achievement of all student. STAD share the idea that student work together to learn and responsible for their teammates ‘learning as well as their own.³⁸

2. The Components of Student Team Achievement Division(STAD)

In STAD, detailed steps are step as follows.³⁹

a. Class Presentations.

³⁷ Robert E Slavin, *Cooperative Learning : Theory Research and Practice* (Bandung: Nusa Media 2005), p. 143

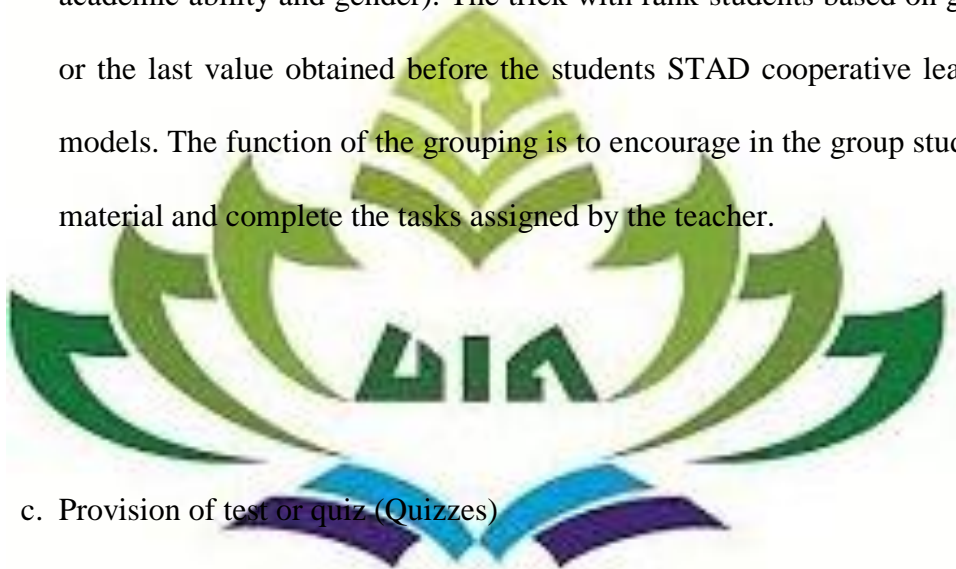
³⁸ *Ibid*, p.143.

³⁹ *Ibid*, pp.143-146

The teacher presentation the material in front of the class in classical style that focuses on the concept of matter to be discussed only. Furthermore, students are asked to learn in small groups to work on tasks assigned by the teacher.

b. The Formation of Study Group (Teams)

Student are organized into group whose member are heterogeneous (both academic ability and gender). The trick with rank students based on grades or the last value obtained before the students STAD cooperative learning models. The function of the grouping is to encourage in the group study the material and complete the tasks assigned by the teacher.



c. Provision of test or quiz (Quizzes)

After studying the group completed the test, quiz was held with the objective of identifying, or the ability to measure students learning of the material has been studied. In this case, the students was not allowed to work his friends. The purpose of this test is to motivated students to try and individually responsible. Students are required to do my best as a result of group learning. In addition to individual responsibility, the students also have to realize that business and their success will be very valuable to

contribute to the success of the group. This test is performed after one two servings of classes and learning in groups.

d. Improved the scoring individual (Individual Improvement Scores)

This is done to give the students a goal that can be achieved if they work hard and showed good result compared with previous result. Manager scores the result of the cooperation students performed in the following order: score early, score test, and score of the group increased.

e. Award groups (Team Recognition)

Award is given to the group to give a gift in appreciation of the efforts that have made during the study.

From the statement above the writer sums up that the STAD is one the cooperative learning techniques that students are assigned to four of five member learning teams that are mixed in performance level, gender, and ethnicity. Student will have equal opportunity to learn student are rewarded for doing better than they have in the past, they will be more motivated.

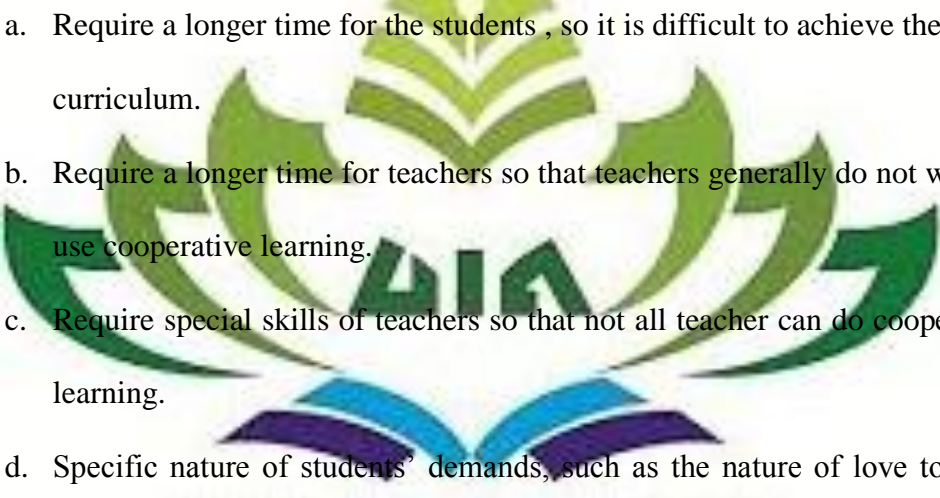
3. Advantages and disadvantages of STAD

A learning strategy has advantages and disadvantages. STAD cooperative learning has several advantages in Karmawati Yusuf as follows.⁴⁰

⁴⁰ [http:// Student Team Achievement Division \(STAD\) Strategy in Teaching EFL Ullah The Last Child.htm](http://StudentTeamAchievementDivision(STAD)StrategyinTeachingEFLUllahTheLastChild.htm)

- a. Students work together in achieving its objectives by upholding the norms of the groups.
- b. Actively assist and motivate students to success shared passion.
- c. Active role as a peer tutor to further enhance the success of the group.
- d. Interaction among students with increasing their ability to argue.

In addition, STAD also has disadvantages, according to the DESS in Karmawati Yusuf concluded as follow:

- 
- a. Require a longer time for the students , so it is difficult to achieve the target curriculum.
 - b. Require a longer time for teachers so that teachers generally do not want to use cooperative learning.
 - c. Require special skills of teachers so that not all teacher can do cooperative learning.
 - d. Specific nature of students' demands, such as the nature of love to work together.

4. The Procedures of Students Team Achievement Division (STAD)

The procedures of using STAD in the classroom deals. Before using STAD, we need some preparation in order to make learning process run successfully.

The preparation is as follows:

- a. Teacher assign student into small groups consist of four to five students from different level, gender, and ethnicity.
- b. Teacher asks the groups naming their oen group.
- c. Teacher gives class presentation. Teacher explains the problem, giving data, and giving the example. It is done to introduce the concept and encourage students' motivation.
- d. Teacher gives the worksheet to the groups. In their teams, they discuss the problems, compare the answer, and correct any misconceptions. The students are not only expected to answer the worksheet but also to understand the subject. The group get success if all the members understand the subject.⁴¹

5. The Process of Students Team Achievement Division (STAD)

The process of using STAD technique in the classroom deals with the preparation and schedule of activities as the implementation of the STAD technique.

1. Preparation

Before using STAD technique we need some preparation in order to make the learning process run successfully. The preparation is as follows:

a. Material

⁴¹ *Ibid*

STAD can be used curriculum material specifically design for students team learning or it can be used with material adopted from the text book or other published source or with teachers-made material.⁴² In this research, the writer will be used some texts which are available in the score book as the material.

b. Assigning Students to Teams

As we know, in Students Team Achievement Division (STAD), students are assigned to four member learning teams that are mixed in performance, level, gender, and ethnicity. It so accelerated the achievement of all students. But in deciding teams, do not let the students choose their own because they will tend to choose others like themselves.

Instead follow these steps

- Make copies of team summary sheet
- Rank students
- Decide on the number of teams
- Fill out team summary sheet.⁴³

c. Determining initial based score

Base score represent students' average score on the past quizzes.

d. Team building.⁴⁴

⁴² Robert E Slavin, *Op Cit*, p.147

⁴³ Robert E Slavin, *Op Cit*, pp. 149-151

⁴⁴ *Ibid*, p. 151

2. Schedule of Activities

While in schedule of activities, STAD consist of a regular cycle of instructional activities, as follow:

a. Teaching

It means that the teacher presents the lesson. The presentation should cover: opening, development, and guide practice and assessment respectively (adapted from good, grows, and beamier, 1983).⁴⁵

1) Opening

- Tell that student what they are about to learn and why it is important
- The teacher may have students work in their team to “discover” concept and what their appetites for the lesson
- Briefly review any prerequisite skill of information.

2) Development

- Stick close to the objective that the teacher wants the students to learn.
- Focus on meaning, not memorization.
- Actively demonstrated concept skill, using visual aids, manipulative, and many example.
- Frequently assess students’ comprehension by many questions.
- Explain why answer is correct or incorrect, unless this is obvious.
- Move to the next concept as soon as students have gasped the main idea.

⁴⁵ *Ibid*, p. 153

- Maintain momentum by eliminating interruptions, asking many questions, and moving rapidly through the lesson.⁴⁶

3) Guide practice

- The students work problems or example or prepare answer to the questions.
- Call on the students at random. This make the students prepare themselves to answer.⁴⁷

b. Team Study

1) Team

Half a class period

2) Main ideas

The students study in their team

3) Material needs

The worksheet and answer sheet for every team.

During the study, team members' task are expected to master the material teacher present in the lesson and to help their team master the material. students have worksheet and answer sheet in their skill to practice the skill being taught and to

⁴⁶ *Ibid*, pp.153-154

⁴⁷ *Ibid*, p.154

assess themselves to their team. On the first day of team work STAD technique, the teacher should explain to the students what in meas to work in team.⁴⁸

c. Test

1) Time

Half a period

2) Main idea

Students tasks the quiz

3) Material needed

One copy of the quiz for the each students.⁴⁹ during the quiz, do not allow the students

To work together on quiz, at this point students must show what they have learned as individuals.

d. Team Recognition

The main idea of team recognitions are figuring individual improvement scores and team scores and awarding team rewards. Team may earn certificate or the rewards if their average a certain criterion. Students' Team scores may also be used determine up to twenty percent of their grades.

⁴⁸ *Ibid*, p.154

⁴⁹ *Ibid*, p.154

H. Teaching Reading Comprehension in Recount Text by Using STAD

The following is steps in teaching reading by using students Team Achievement Division (STAD) Techniques:

Step 1 : introduce the concept of Students Team Achievement Division together with what the benefits for students are. Explains to the students what work in team means. In particular, before beginning team work, discuss the following team rules :

1. Students have responsibility to make sure that their teammates have learned the material
2. No one finished studying until all teammates have mastered the subject.

Step 2 : class presentation. Class presentation cover the opening, development, and guided-practice of component the lesson.

1. Opening

Tell to the students what they are going to be learned or brainstorming.

2. Development

Stick close to the objective that you wants students to learn, actively, demonstrate concepts or skill using many example, frequently assess students

comprehension by asking questions, move to the next concepts as soon as students have grasped main idea.

3. Guided-practice

Call on students at random. This makes all students prepare themselves to answer.

Step 3 : Team study. Asked students to work together in their own teams, the teams had been assigned before. During the study, team members' tasks are to master the material you presented in your lesson and to help their teammates master the material.

Step 4 : monitoring the team. Although the intention is that students teach one another, be sure that this, in fact, is happening. Therefore, teacher must be up and about, observing and listening, and intervening when it is necessary.

Step 5 : test or Quizzes. Distribute the quiz and give the students adequate to complete it. Do not let students work together to the quiz.

Step 6 : score the Quizzes. Students score one another's paper, or you may collect and score them yourself.

I. Concept of Translation Technique

a. Definition of Translation Technique

Translation, as defined the action or process of turning from one language into another or the product of this, or, also, a version in a different language. Yet, L2-L1 translation practice and vocabulary acquisition have not been sufficiently discussed. While L2-L1 translation requires searching for meaning, recognition of word form, and later use in word production, L2-L1 translation is less common in L2 instruction than L1-L2, but textbooks are designed so that students have to learn equivalents of Spanish words in English. Laufer and Girsai conducted a study of effect of explicit contrastive analysis and translation on L2 vocabulary learning. They explain why translation is a valuable exercise for vocabulary learning:

“Translation tasks embody the element of need since the words that have to be understood (when translating into L1), or produced (when translating into L2) are predetermined by the source text. The element of search is present as well. Most importantly, an element of evaluation is necessary to carry out translation activity. There is usually more than one translation alternative for a given sentence. Therefore, when translating, learners have to make a decision as to how each alternative fits the text they create”.⁵⁰

Translation technique is not easy, because source language not only changes into target language, but also translator should be processing the word into a good

⁵⁰Albany, *Why Translation Method is Important*, Available at http://tccl.rit.albany.edu/knilt/index.php/Unit_2:_Why_Translation_method_is_important_in_language_learning%3E, Accessed on January, 21st 2017

sentence. While according to Schaffner, translation technique is understood as a linguistic phenomenon, as an operation performed on languages. This operation was seen as a process of transcending between source language (SL) and target language (TL). Translation may be define as replacement of textual material in one language (Target Language).⁵¹

Concerning the description above, the writer infers that translation is the giving of the closest meaning or natural equivalent of the words, phrase and sentence of one language (source language) into another language whether in spoken or written forms. It is also known that translation can be regarded as one of the techniques applied to teach reading comprehension. Translation technique belong to traditional ways of teaching English this techniques considers that the main procedure of teaching language is translation.

b. Procedure of Teaching Reading trough Translation Technique

Teacher may develop their own procedures as long as they are in accordance with the characteristic of the translation technique. The following procedure of teaching the target language through the translation technique is adapted from Larsen-Freeman.

Below is the procedure of teaching reading through translation:

1. The class reads a text written in the target language.

⁵¹ Christina Schaffner, *The Concept of Norms in TranslationStudies*, (Unpublished:AstonUniversity, 1965), p.3

2. Students' translate the passage from the target language to their mother tongue.
3. The teacher asks students in their native language if they have any questions, student ask questions and the teacher answer the questions in their native language.
4. Students' translate new words from the target language to their mother tongue
5. Students are given a grammar rule and based on the example they apply the rule by using a new words.⁵²

It can be seen for the procedure of teaching reading through translation technique the teacher can apply the procedure above to make the teaching learning process run well. The teacher also can ask the students to take a note of vocabularies in the text to make the students easier in translating if they find the same words in other texts.

c. Advantages and Disadvantages of Translation technique

1. Advantages of Translation Technique

There are some advantages of translation technique, namely:

1. Understandable for instance, if we translate an English text to Indonesian language, it is much more understandable by us.

⁵² Diana Larsen and Freeman, *Technique and Principles in Language Teaching*, (Oxford, Oxford University Press,2000),p.15

2. Wide vocabulary, hence increasing our vocabulary indirectly.
3. Discipline your mind. Researching and discovering new words and even cultures that are in the text that they translate.

2. Disadvantages of Translation Technique

There are some disadvantages of translation technique, namely:

1. Inaccurate words, somehow, we tend to translate into other language, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language.
2. Lack of originality. We do think it will be lack of originality as we tend to change the words, this meaning of the text itself is marginally or slightly different.⁵³



J. Frame of thinking

Based on the theories the writer assumes that STAD technique towards reading comprehension will increase students motivation to learn, help the students to understand the information from the text, and the students also will brought into interesting situation and enjoyable situation. So the students will be easier to comprehend the meaning and find out the main idea of the text.

Based on the frame of theories above, the writer concludes that an English teacher must have appropriate technique to teach English. It can motivate the

⁵³Albany. Advantages and disadvantages of translation.
http://tccl.rit.albany.edu/knilt/index.php/unit3:what_is_the_advantage_of_using_translation_as_a_teaching_resource/ Accessed on January, 21st 2017

students in learning English. STAD technique will help the students understand the connection between supporting detail to identify a main idea.

STAD is a reading technique that can be applied to improve reading comprehension. In STAD the students work together in a team and the students are expected to be responsible for the task group. Each member in a group has to give the idea to understand the concept and complete the task. Moreover, this technique gives the students opportunity to interact with each other and this technique also requires students to be active in group and achieve the main goal. This technique is particularly well suited. It means that STAD is a good technique to increase the students' ability in reading comprehension of narrative text.

K. Hypothesis

Based on the formulation of the problem above, the hypotheses of this study can be formulated as follows:

- H_a : There is a significant influence of using STAD Technique towards students reading comprehension in recount text at the first semester of the eighth grade of SMP Plus Yaditama South Lampung in the Academic Year of 2019/2020
- H_o : There is no significant influence of using STAD Technique towards students reading comprehension in recount text at the first semester of the eighth grade of SMP Plus Yaditama South Lampung in the Academic Year of 2019/2020

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